



TEACHING ADVANCEMENT FOR LEARNING IN MODERN TIME

Bushra Tazeen Kaleemurrahman

Research Scholar, Nashik, India.

INTRODUCTION:

Responsibility for ICT and Higher Education After independence India has made great traverses in the growth and development of education. The consecutive Education Commissions operated by Radhakrishnan, Kothari and other prominent educationists had thrown open teaching to all parts of our society i.e., poor and rich, women and men, urban and rural, backward and frailest of the weaker Sections. There has been dazzling growth of colleges from 20 to about 700 Universities from 435 to 25 and student registration from one lakh to 116 crore. However, literacy rate today is 52% only, out of which 77% people are in urban areas and 23% are in rural areas. Further, only about 10 % of the population in the relevant age-group is enrolled in higher education and a mere five per cent graduate with degrees.

New technologies like Mobile phones, web based PCs, Satellites and Wireless techs, and Internet etc. are helping the teachers and the students to gather and disseminate information which is normally not possible through any other means. Unlike the premature society the present data has emerged the new technologies for faster growth and emergence due to the global contest. Today higher education is conceived as an important form of speculation in human growth. The goal of media is to communicate. Media communication is both an art and a science. Multimedia technology supports statement and interaction that surpasses traditional language level and cultural level communication forms because of transmission communication to multi senses. So, various universities, schools, colleges, educational organizations and even corporate schooling centres are increasingly developing the spread networks and multimedia to addendum or enhance classroom education and to render open/ distance learning.

INSTRUCTIONAL METHODS:

Subsequently most of the Open University students are probably to be employees and housewives, and are dispersed over a wide area seeing the interior and remote villages, they may detect it awkward to be physically confront in a classroom for lectures at vouched time and place. These inherent restrictions make it obligation to explore options and exploit the modern communication techs for the advantage of the distance learner. The IGNOU adopted an incorporated media approach, in the form of print stuffs, broadcasting and audio-visual assists, supported by conference system, contact classes, seasonal-schools and other devices. While print stuffs will be provided for all developments, use of other connection media-radio, audio and video, television will rely on circumstances and the quality of the courses. While television program has the benefit of the coverage, its time may be inopportune to the watcher.

USE OF MULTIMEDIA FOR DISTANCE EDUCATION:

In conventional teaching, the teacher selects a body of entropy, organises it into a single course package and conveys that to students in one way current of communication in the form of lecture to students. The students in this model are considered as passive recipient of this information. Simply supplying information either straight or access to electronic information properties is not adequate. Learners should be given chances to discuss their realizing with others, Search from other information of their interest or unknown concept/ topic and build conceptual connections to their existing knowledge base. While print even tends to be the gist medium of distant education, there are examples of highly sophisticated multimedia systems in use throughout many parts of the world. Internet allows for such kind of environment for developing, linking and forming multimedia-based instructional supplies for all levels of persons. The most important benefit of Web is that it allows the issue of rich array of knowledge resources. The course is built in HTML environment emphasizing cross-links to other linked topics/ disciplines. For example, the course on Information Science is associate to course on IT, Publishing, Communications, Management, etc.

DESIGNING MULTIMEDIA COURSEWARE FOR DE:

Designing a good MMCW require total commitment in terms of time and resources, Most crucial decision in the design is selecting appropriate Multimedia authoring tool for the development of a OHP and screen colour slides, slide projector and screen, computer, LCD projector and screen, computer and Internet connection. An Authoring system is software that helps the developers in designing an interactive courseware or application or presentation more easily

than with conventional languages. Once authoring tool is purchased and time is spent in learning that, it will become very difficult to change to another, if all does not perform quite well or flexible as expected. So, one should be careful in selecting the authoring tool. For instructional courseware design, Multimedia is the latest and best tool that allows the designers in integrating text, graphics, animation, Sound and video information (real time). If the designers provide control over the information presented on screen, the resulting Courseware becomes interactive Multimedia. Normally Multimedia does not become interactive, however, adding hypertext links to that makes the presentation interactive, interesting and meaningful.

WEB-BASED TEACHING /LEARNING:

According to researcher during the past two decades, telecommunication technologies combined with web-enabled technologies have created a new technology-based focus called web- based teaching and learning. This new area has transferred the concept of education around the world, producing new contests and opportunities offered by this new technology-based concept. Web- based teaching technology can be utilised to enhance the teaching and learning environment. There is little suspect that the WWW is the most successful informative tool to have occurrence in a long time. It can be used on a universal scale and is platform autonomous while largely nonparallel medium it can also be utilized for synchronous events. At all levels are increasingly using the web as a medium for delivery therefore, the trainers, distance education provides and teaching institutions.

One way of using the Web for supporting teaching and learning is to simply transfer aspects of one's normal practice as a teacher onto the medium of the Web. For example, at the most basic level course content such as course notes, lecture notes and administrative detail can simply be posted on the Web, and at a more complex level, relevant Web-based resources can be linked to course notes and lecture notes to form interactive learning materials.

ADVANTAGES AND DISADVANTAGES OF WEB-BASED TEACHING/ LEARNING:

Advantages:

WBT courses provide students with access to resources and expertise outside their own institution. No space or time restrictions are present in a virtual course, Web - based materials are easily distributed across multiple platforms, which can be accessed by Apple Macs or IBMPCs. The technology is relatively easy to use. Sources are available across the entire Web. Web-based ingredients are easy to inform, providing student access to current information. The Web provides a student-centered learning situation. And a variety of learning opportunities can be provided to accommodate learning style differences.

WBT is a powerful solution to many of the issues that confront teachers in secondary and higher education such as the need to innovate in course delivery and to accommodate increasing number of students, sometimes at physically distant sites, without an associated increase in resources. On-line, interactive WBT delivered via the World Wide Web (WWW), is a dynamic open learning resource that has many advantages over pre-authored, fixed platform CAL packages. Besides being of advantage to students, such systems also provide powerful and flexible tools for course administration. Web-based courseware has many preferences, those including:

- They are available exterior normal class hours with restrictions only by necessary security arrangements. They are also available to students anywhere on any computer platform.
- They allow self-administered learning/revision/assessment and students can learn at their own pace, with no direct teacher involvement.
- They provide visualizations which are important elements in many subject areas. The visualizations are a mix of draws, full colour images and text, with phenomenon by means of hypertext indicants.
- They allow selectivity. Hypertext enables individual students to either

concentrate on a particular topic or browse more widely through the subject.

- Last but not least, they allow adaptability. Unlike expensive CD-ROM materials, which are platform-restricted and liable to become rapidly outdated, in web-based courseware new CAL material can be easily incorporated and present materials can be updated.

Disadvantages:

Courses may focus on the tech rather than the subject. Web-based course materials may be time consuming for teachers to develop. Teachers must change their mind sets and accept a new teaching paradigm, that is from teaching to facilitating and managing learning rather than disseminating of information. Technophobic quality is found in some students are just like some teachers. The active learning required by Web based course activities may be difficult for students conditioned by prior courses to be passive. Copyright infractions may be easier to devote on the Web and are surely more public. Students without Web access are excluded. The financial cost incurred to access the Internet and to use the computer could be very high and it varies from institution to institution and from individual to individual.

Impact of Web-based Teaching:

With Web-Based Pedagogy, course materials for conventional classroom courses can be rescued on the Web. These materials can be updated frequently and can even be interactive. Since the course stuff is always available, there is no longer a necessity for students to persistently take notes in class. Students who are shy to speak up in class can use the Web technology to foster better dialogue with their teachers by asking questions related to the subject taught through the e-mail, discussion group, lists, etc. The privacy and individual consideration afforded by a computer can release some students of the shame of giving an incorrect answer publicly or of going more slowly through lessons than other classmates. The mere act of making the scholars aware of the studying objectives, including the criteria for rating and the conditions under which they will be evaluated, helps them develop confidence. WBT courseware can free teacher time from some classroom tasks so that a teacher can devote more time to individual students.

Conducting a class with WBT can free-up some of the teacher's curriculum time for developing more Web-based courseware. The Web can also provide information resources that are very current and that might otherwise be difficult to find. Teachers and students can communicate via the Web with other students, teachers and experts in a particular field online conferencing, listservs, e-mail, newsgroups and chat rooms. Students and teachers alike will need to develop skills that will enable them to effectively wade through all of the possibilities to find which is most relevant and determine its quality. Here are a few examples of how the unlimited information can be accessed to enhance Student's learning experiences:

- Monitor present events through online magazines and newspapers. The Web allows students and teachers to get up-to-the-minute information on critical news stories from a variety of sources. Besides, students can also access and read what their local newspapers have to say about some current event and immediately compare that with what is being written by the national news establishments and those from countries all over the world.
- Discovering information on what to instruct and how to teach is now easy. Databases of teaching methods, instructional strategies, and lesson plans are now readily available and accessible on the Web to give ideas to both new and experienced teachers.

WEB AUTHORIZING TOOLS FOR DEVELOPING INSTRUCTIONAL MATERIALS AND THEIR STRENGTHS AND WEAKNESSES:

Today's Web writing tools can give someone, from professional coder to a relative novice, the power to build an interactive, animated, state-of-art Web site suitable for anything from a personal Web page to a business site. An authoring tool is software that lets us create CAL courseware without the need for high-level programming. There are many authoring tools available and it may be difficult to know which one to choose. Some are valuable, so it is important to prefer carefully to circumvent a costly mistake. Important tools are classified into three categories as low-end, medium-end and high-end authoring tools are listed below under each category.

Low-end Authoring tools:

A low end authoring tool contains only the basic features that are necessary for creating Web pages.

- Adobe Page Mill
- Altrax The Web Publisher
- Drumbeat
- Net Objects Fusion

- Homesite Hot Dog Professional
- Hot Metal PRO
- HTML Assistant Pro
- Hyper Studio
- Microsoft FrontPage Editor 2000

Medium - end Authoring Tool:

A medium end authoring tool contains some advanced features (not available in the low end authoring tool) for creating multimedia content in Web pages, e.g., Macromedia Authorware Professional.

High-end Authoring Tools:

High end authoring tool is more efficient than the low and medium end authoring tools. It has more advanced features for designing Web-based content and e-learning atmosphere. Some of these high-end tools have been developed using the low end tool (e.g. FrontPage) to be integrated into their Web authoring tools (e.g. Blackboard).

- Dreamweaver 4
- Tool Book II Instructor
- Director
- Blackboard 5
- CourseBuildConclusion

With the emergence of relatively cheap multimedia delivery systems, many universities in developed and developing countries started their distance education programs. Multimedia Technology provides major benefits Over Conventional teaching for the distributed Meaning:

- Fewer Instructional cost and attaining more students in minimum time,
- Provides effective institution learning.
- Multimedia Course Ware prepared by a single Source can be utilised by many users,
- Huge number and geographically various population can join in the distributed learning
- Lower cost of Instruction,
- Improved learning,
- Anybody can get at these instructional tools from any place and time,
- Universities, business houses, hospitals transport, government offices, etc., to train or educate,
- Encryption provides the security to authorised learners and protects data,

REFERENCES:

- I. Aggarwal, A. (2000). Instructing Techs and Web-Based Culture: Opportunities and Challenges. Hershey PA: Idea Group Publishing.
- II. Aggarwal, Binod C. (2005). India & Educational Media, Perspectives on District Educational Media in Asia, Commonwealth of Learning, Vancouver, BC, Canada,
- III. Anjanappa, K (1988). Reciprocal for Coordinators of Education Centres, IGNOU publication, New Delhi.
- IV. Bates, A.W., (1990) Interaction as a standard for media excerption in distance education, Interactive Communication in Distance education (AAOU, 1990), Jakarta.
- V. Bates, A.W. (1995). Tech, Open Education and Distance Learning, Routledge London,
- VI. Cann, A.J. (2000). On-Line Interactive Computer - Assisted Learning. Retrieved on from <http://horizon.unc.edu/projects/monograph/CD/ProfessionalSchools/Cann.asp>
- VII. Chaudhari, M.M. (1997). The Limits and Objects of Educational Technology in the Pattern of Supportable Development of India. In Educational Tech 2000; A Global Imagination for Distance and Open Learning (conference papers), Singapore (August 15-17) (1996), The Commonwealth of Learning, Vancouver, BC, Canada,
- VIII. Marian, Croft (ed.) (1991). Article on Round Table on Student Maintenance Services. The Republic of Learning, Vancouver, BC, Canada.
- IX. Keegan, Desmond (2002). Globalisation of Distance Learning; Repugns in the New Millenary towards Virtualization, Open and Distance Learning, Kogan page India Private Limited, New Delhi.